

2017-2020 UO Diversity Action Plan Template

Instructions

This template is for deans and vice presidents to use in preparing plans to increase diversity, equity, and inclusion in their units consistent with our [university mission](#), [strategic priorities](#), and the [IDEAL Framework](#). **Action plans will include a brief executive summary and a structured format for delineating tactics, measurement plans, lead personnel, and timelines.** Plans should cover three years, with priorities addressed in year one. Yearly progress reports will provide opportunity for ongoing consultation and collaboration. Plans for the first year are due no later than March 17, 2017 and should be submitted to IDEAL@uoregon.edu. Additional resources and assessment data are available to assist in creating plans at inclusion.uoregon.edu/IDEAL/resources. For technical assistance and advice, please contact DEI colleagues at IDEAL@uoregon.edu or via telephone at 6-2206.

Executive Summary (1-2 pages)

- Statement from the unit's leadership that:
 - Describes the stakeholders and the developmental process
 - Briefly summarizes the unit's demographic context and tactics for each of the identified strategies
 - Explains lessons learned along the way, and any recommendations for university-wide action plan initiatives

Goals, Strategies, and Tactics

- Consistent with the president's priorities and the *IDEAL Framework*, the Action Plan should focus on five goals:
 - (a) creating an environment that is welcoming and respectful for all;
 - (b) recruiting diverse faculty, staff and students;
 - (c) retaining diverse faculty, staff and students;
 - (d) facilitating achievement at all levels of the university and;
 - (e) inspiring leadership to prioritize equity, inclusion and diversity in plans as well as actions.
- The appendix includes foundational questions that will be helpful as units engage in discussion and develop tactics for each of the identified strategies.
- For each of the identified strategies, list your unit's tactics (including the specific target groups of students, staff, faculty, alumni, etc.), measures of success, lead personnel and their titles, timeline, the resources you plan to deploy, and also how they will be identified (e.g., reallocating staff time, reallocating funds, fundraising). Advancement will work with VPEI to develop a "clearinghouse" for fundraising proposals to minimize duplication or conflict.

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

School, College, Research, or Administration Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>1.1 All supervisors who work in the Division of Research and Innovation participate in the <i>Promoting Inclusion in the Workplace through Supervision</i> training program offered by UO Human Resources.</p> <p>Annual evaluations of supervisors should include discussion of incorporating training content into the hiring and supervision of employees.</p>	<p>Target: Supervisors within Research and Innovation units (Research Innovation Services, Centers and Institutes, and Core Facilities)</p> <p>Measures: Completion of training by all those with current supervisory responsibilities. Training required for new hires with supervisory responsibilities.</p> <p>Supervisor's annual evaluations will include best practices discussed in the training.</p>	Human Resources / Professional Development.	<p>Cass Moseley; Sr. Associate VP for Research;</p> <p>Bryan Evans, HR Administrator</p>	<p>By December 31, 2018 all existing supervisors within RIS, Centers and Institutes, and Core Facilities should complete this requirement.</p> <p>New supervisors should participate in this training within one year of being hired.</p> <p>Performance assessment tool for OVPRI supervisors will include items related to best practices by the spring, 2018 assessment cycle.</p>
<p>1.2 Within each issue of the OVPRI newsletter, include one article that addresses underrepresented populations, a researcher from an underrepresented group, or a UO program that promotes appreciation for inclusion and diversity. For the purposes of this item, "underrepresented" is defined in the context of the current demographics of the UO, and the unit or department conducting the research, or the target population of the research. Our aim is to insure that</p>	<p>Target: Campus community with an emphasis on researchers, research and innovation service units, Centers and Institutes, and Core Facilities.</p> <p>Inclusion of relevant articles.</p> <p>Analytics of the OVPRI newsletter.</p>	Communications team assigned to OVPRI.	Lewis Taylor, Director of Research Communications, OVPRI	The OVPRI newsletter appears once each quarter. This tactic can be implemented immediately.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
inclusion remain an ongoing topic and that over time, we build awareness of our diverse community of researchers and the diversity of research that takes place at UO.				
1.3 Ensure that all websites within the OVPRI are fully accessible to those with physical, sensory or cognitive disabilities, and that all communication from OVPRI includes a statement that highlights diversity and inclusion as core values.	<p>Target: Faculty, Postdocs, Graduate Students, Undergraduate Students, Staff.</p> <p>Measures: OVPRI communications and websites are fully accessible.</p> <p>Development of a statement on the OVPRI's commitment to diversity and inclusion to be included on all websites within the Division and on all OVPRI communications, as appropriate.</p>	Communications staff assigned to OVPRI.	Lewis Taylor, Director of Research Communications, OVPRI	By December 31, 2019 to coincide with planned major overhaul of our websites.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Tracking of training programs undertaken by supervisors in OVPRI. Tri-annual review of OVPRI communications to insure that websites are accessible.

School, College, Research, or Administration Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Partner with Human Resources to insure that employees within OVPRI participate in campus-wide climate surveys, periodic focus group discussions and/or exit interview processes and that these instruments and practices include questions that pertain to the research climate at UO.	<p>Target: Faculty, Staff in Research and Innovation Service units.</p> <p>Measures: Exit interviews, climate surveys, and focus group discussions become a customary practice and valuable source of information in OVPRI to improve our employment and research climate.</p>	Centralized HR climate surveys, HR surveys and focus groups, and other HR / DEI efforts to incorporate best practices and tools for employee climate, stay and / or exit interviews.	<p>Cass Moseley, Sr. Associate VP for Research;</p> <p>Bryan Evans, HR Administrator</p>	By June 30, 2018
2.2 Conduct a “research climate” survey every three years. Include questions focused on inclusivity of members of underrepresented groups, including those with physical, sensory and cognitive disabilities. If possible, incorporate questions into 2.1 above, so as to avoid duplication of effort and confusion. Include specific questions on gender inclusion to inform a future NSF ADVANCE proposal.	<p>Target: Faculty PIs, postdocs, graduate students who are externally sponsored researchers or participating in an externally sponsored research project.</p> <p>Measures: Development and implementation of specific methods; results analyzed.</p>	Incorporate into other staff surveys to avoid burdening recipients with too many surveys. If capacity does not exist within the OVPRI office, issue an RFP for proposals from UO faculty members; select and fund the strongest proposal.	<p>David Conover, VPRI;</p> <p>Cass Moseley, Sr. Associate VP for Research</p>	By December 31, 2018

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Participation in development and implementation of survey instruments. Analyze and distribute results; use results to recognize best practices and to inspire the adoption of effective practices in additional units.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

School, College, Research, or Administration Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
1.1 Work with the Division of Equity and Inclusion to ensure that Research & Innovation staff participate in an implicit bias workshop or video presentation prior to serving on search committees for positions within the Office of Research and Innovation and all of its units.	<p>Target: Staff who work within Research and Innovation Service units.</p> <p>Measures: Completion of implicit bias training for all staff members on active searches within OVPRI.</p> <p>Use information to align search processes with best practices covered in the workshop.</p>	Division of Equity and Inclusion implicit Bias Workshops presented by Erik Girvan of the UO Law School.	Bryan Evans, HR Administrator	By June of 2018, require that all members of search committees working on searches for positions within Research and Innovation at all levels complete implicit bias training workshops offered by the Division of Equity and Inclusion.
1.2 Work with Institutional Research to assess and evaluate our progress in diversifying our units within OVPRI by gathering baseline data on staff within Research and Innovation units, Centers and Institutes, and Core Facilities. Collect and analyze data every three years for comparative purposes.	<p>Target: Research and Innovation executive leadership, Research and Innovation Service Units, Centers and Institutes staff, Core Facilities staff.</p> <p>Measures: A tool for collecting and regularly updating demographic data within our units and for promoting the diversification of candidate pools in all classified, OA, and</p>	Institutional Research	Cass Moseley, Sr. Associate VP for Research; Sr. Data Analyst	By December 31, 2018

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
	leadership positions within OVPRI.			
1.3 Partner with CoDAC (The Committee on Diversity and Community) and the Graduate School to sponsor workshops on incorporating diversity and inclusivity in research, including research questions, research populations, and research methods.	<p>Target: Researchers, postdocs, graduate students.</p> <p>Measures: The presentation of a workshop series that raises awareness of the need and the opportunity to consider diversity issues in all aspects of the conduct of research.</p>	Professional staff of CoDAC, Research Compliance Services, and researchers.	Vidusha Devasthali, Assistant Director, Research Development Services	By December 31, 2018
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
The existence of a policy that requires implicit bias training for all who search on search committees undertaken within Research and Innovation. Progress toward compilation of "baseline data" that reflects the demographics of employees employed in the Office of the Vice President for Research and Innovation and all units that report to him. Opportunities for researchers, postdocs, and graduate students to learn about diversity in research.				

School, College, Research or Administration Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1 Follow the lead of Human Resources to implement the system that they develop to identify reasons why people who were finalists for open career research NTTF positions and OA positions above	Measures: Access to information about researchers who did not accept UO job offers.	Talent Acquisition and Development unit of HR; Academic Affairs. Our assumption is these interviews will be conducted by HR and we will provide information about the need for	Cass Moseley, Sr. Associate VP for Research;	Incorporate this practice by the end of 2018, assuming guidance and resources from HR have been provided by then.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
band 13 did not ultimately accept UO's offer of employment. Analyze the reasons why promising researchers from underrepresented groups ultimately chose not to come to the UO, and develop strategies to overcome our recruitment failures.	Use information to promote changes in practices, policies, or procedures in OVPRI, and to better understand the competitive environment we are working in to hire research faculty.	interviews in the event that we have a failed search.		

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Progress toward developing surveys and learning from their results as to how we might improve our recruitment and retention of researchers at UO.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

School, College, Research, and Administration Strategy 1 – Eradicate any existing gaps in achievement between majority and under-represented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Conduct a comprehensive inventory of all "pipeline" and undergraduate research programs and opportunities from across the UO campus that are the result of the NSF Broader Impacts efforts, NSF Research Experiences for Undergraduates (REU), UROP, NICHD R25 Awards, McNair Scholars Program, NIH RO1 summer research	Target: Undergraduate Students. Measures: The existence of a comprehensive inventory of all ongoing undergraduate research programs.	None required	Karl Reasoner, Manager, Undergraduate Research Opportunity Program;	December 31, 2018

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>fellowships, as well as faculty members who use undergraduate researchers in their sponsored projects. Use this data to establish programmatic efforts to recruit and retain undergraduate researchers and to monitor, evaluate, and measure impacts on graduation rates and other outcomes.</p>				
<p>1.2 Conduct a comprehensive inventory of all graduate research and post doc opportunities from across the UO campus that result from NIH R01 Diversity Supplements and T 32 Training Grants. Capture existing activity and establish ongoing mechanisms to track and document outcomes and results.</p> <p>Use this data to establish programmatic efforts to recruit and retain graduate students postdoctoral researchers and to monitor, evaluate and measure impacts.</p>	<p>Target: Graduate Students and Postdocs.</p> <p>Measures: Tracking and documentation of current efforts.</p>	<p>Research Development Services staff.</p>	<p>Vidusha Devasthali, Assistant Director, Research Development Services</p> <p>Tori Byington, Professional Development and Career Manager, Graduate School</p>	<p>December 31, 2018</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Completion of initial assessment; tri-annual updates of assessments to measure progress.

focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Evaluate Research Centers and Institutes based on their success in mentoring at all levels through our periodic Centers and Institutes review periodically conducted by the Research Advisory Board.	Target: Directors of Research Centers and Institutes. Measures: Inclusion of questions regarding mentoring in the Centers and Institutes review process. Centers and Institutes faculty using mentoring resources provided VPEA and others.	Successful mentoring programs already in place at UO; Mentoring resources in use at other research institutions.	David Conover, VPRI; Research Advisory Board	December 31, 2018
2.2 Develop a training and mentoring program via Research Development Services program for early career TTF that trains them to apply external funding Build mentoring plan resources into the proposal development and consulting services furnished by Research Development Services. Ensure that this program is accessible and useful to faculty from diverse academic backgrounds and disciplines.	Target: Early Career Faculty. Measures: The development and adoption of mentoring programs across research active Centers, Institutes and departments.	Successful mentoring programs that already exist on campus and that can be replicated and adapted to other units.	Director, Research Development Services	December 31, 2019

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Incorporate mentoring and training as an aspect of evaluation of Centers and Institutes and our research development services offerings.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

School, College, Research, or Administrative Strategy 1 – Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Ensure that selection of leadership in OVPRI (Vice President, Associate Vice Presidents, and Research Advisory Board) includes processes for selecting leaders and recruiting talent that are fair, equitable, and consistent with best practices.	Target: VPRI Executive Team; Center and Institute Directors. Measures: Demographics and representation of VPRI, Associate Vice Presidents, and Research Advisory Board.	None required	David Conover, VPRI	As positions become open and Research Advisory Board terms expire.
1.2 Use the faculty AVP positions as a training ground for future executive leaders, and ensure that these positions have substantial opportunity to learn about research administration and other aspects of leadership. Ensure that recruitment and selection of AVP candidates reflect best practices and are fair and equitable.	Target: VPRI Executive Team Measures: The development of the role and outline of responsibilities and outcomes.	Use existing positions, which already rotate, and incorporate more explicit learning and professional development goals as these positions transition to new people.	David Conover, VPRI	December 31, 2018

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Diversity of OVPRI leadership team, diversity of Research Advisory Board, development of and participation in an administrative fellowship program in OVPRI.

School, College, Research, or Administrative Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>2.1 Provide leadership and work with the Provost and Deans to create a team of researchers that will pursue an NSF ADVANCE grant for institutional transformation, which has as its aim increasing the participation and advancement of women in academic science and engineering careers.</p>	<p>Target: Faculty</p> <p>Measures: Submission of an ADVANCE Institutional Transformation proposal to NSF.</p>	<p>Seed funding from OVPRI, DEI, Provost's Office.</p>	<p>Vidusha Devasthali, Assistant Director, Research Development Services;</p> <p>Tori Byington, Professional Development and Career Manager, Graduate School;</p> <p>Vickie DeRose, CoDaC</p>	<p>January 17, 2019</p>
<p>2.2 Provide leadership and work with the Provost's Office and the Deans to develop and submit a proposal to the NSF INCLUDES program, a comprehensive national initiative designed to enhance U.S. leadership in science, technology, engineering and mathematics (STEM) discoveries and innovations focused on NSF's commitment to diversity, inclusion, and broadening participation in these fields.</p>	<p>Target: Undergraduate students.</p> <p>Measures: Submission of proposal and initiation of pilot program.</p>		<p>David Conover, VPRI;</p> <p>Vidusha Devasthali, Assistant Director, Research Development Services</p> <p>Karl Reasoner, Manager, Undergraduate Research Opportunity Program;</p> <p>Lewis Taylor, Director, Research Communications, OVPRI</p>	<p>Pre-proposal submitted February 14, 2017; Full proposal (invited) due May 16, 2017</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

The submission of INCLUDES and ADVANCE proposals to NSF.

Foundational Questions to Consider

The following questions will assist in developing unit plans. Please note that you are not required to answer these questions or submit a separate document addressing them.

School, college, and research units will likely find all questions helpful, while administrative units should focus on questions 1 and 6-9.

1. What steps will you take, in the next few months, to assess and improve the unit's "climate" and demographic context as it relates to faculty, students and staff who are from underrepresented groups such as people of color, women, and people with disabilities, international students and faculty, and people who identify as LGBTQA? Consider evaluating your unit's mission, vision, values and data points as part of your assessment and planning processes.
2. What steps will you take, over the next year (short-range) and three years (long-range), to foster inclusion and equity among diverse student populations? How will you promote their academic achievement(s) and success(es), including timely graduation? For example, how does your unit plan to incorporate best practices in inclusive pedagogy to ensure that the needs of diverse students are being met? How will your unit use curricular and co-curricular resources to provide students with an understanding of the unique experiences faced by minorities in the US context in ways that sharpen critical thinking and encourage an inclusively- vibrant intellectual community? What efforts will be engaged to ensure that students from diverse backgrounds are being prepared to pursue such highly competitive scholarships and/or professional opportunities as Fulbright, Rhodes and other scholarship programs?
3. What categories of excellent faculty are needed most to improve the diversity of the school's faculty? What efforts will the school take, in the next year and three years, to increase the diversity of its faculty (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professorships, pre-doctoral/post-doctoral programs, recruitment from Minority Serving Institutions, including Historically-Black Colleges and University, Hispanic- Serving Institutions, Tribal Colleges and Women's Colleges)?
4. How will your unit support faculty, including faculty of color, women, international faculty, faculty with disabilities, and faculty who identify as LGTBQA, as they move toward tenure, into full professorships, and into the positions of academic leadership? For example, how will your unit use best practices in mentoring, onboarding, professional development, coaching, and other resources to support, retain, and advance faculty? What current practices, policies, and processes related to teaching, research, and service need to be examined to ensure that all faculty members have an equitable opportunity to succeed? What opportunities exist for partnering with other schools and colleges in meeting the needs of diverse faculty?
5. How will the unit allocate resources to achieve the diversity and inclusion goals, strategies, or tactics that require resources? If fundraising is required, please indicate how the leader of your unit will identify sources of funds.
6. What categories of staff and administrative support are needed most to improve the diversity of the unit's staff? What efforts will the school take, in the next year and three years, to increase the diversity of its staff (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professors, pre-doctoral/post-doctoral programs, recruitment from Minority- Serving Institutions, Hispanic-Serving Institutions, Historically-Black Colleges and University (HBCU), Tribal Colleges, and Women's Colleges)?

7. How will your unit support the retention and advancement of staff, including staff of color, women, international staff and staff with disabilities, and staff that identify as LGTBQA as they advance through the organization? For example, how will your unit use best practices in mentoring as well as onboarding, professional development, coaching, and other resources to support, retain and advance staff? How will current evaluative processes be examined to insure that they are inclusive? What steps will your unit take to provide these staff employees with the skills that are needed to become candidates for leadership either here or at other universities?
8. How is your unit working to support the recruitment and retention of diverse graduate and undergraduate students? For example, what training is being offered about issues of implicit bias, equity in evaluations and cross-cultural understanding? How are expectations in this regard being generally communicated? How is achievement in these areas being encouraged, rewarded, and incorporated into evaluative and salary processes?
9. How will your unit communicate its plan to internal and external stakeholders? What aspects of communication and marketing are you envisioning? What steps will your unit take to ensure accountability and transparency?